

Unit 1

5th grade

Designer Name(s): Judy Ogaard

Subject Area: ELA

Grade Level(s): 5

Unit Title/Focus: Personal Narrative writing/ Heritage

Estimated Amount of Instructional Time: ~6 weeks (August 13- September 26, 2013)

Stage 1 – (Desired Results)

State Content and Skill Standards

Writing::

Claims and Targets:

ELA/Literacy Claim #1: Students can read closely and analytically to comprehend a range of increasingly complex literary and informational texts

Target 1. KEY DETAILS: Given an inference or conclusion, use explicit details and implicit information from the text to support the inference or conclusion provided.

Target 3 WORD MEANING: Determine intended or precise meanings of words, including words with multiple meanings based on context word relationships word structure or use of resources.

Target 4. REASONING & EVIDENCE: Make an inference or provide a conclusion and use supporting evidence to justify/explain inferences (character development/actions/traits; first- or third-person point of view; theme; author's message).

Target 6. TEXT STRUCTURES & FEATURES: Analyze text structures, genre specific features, or formats of texts.

ELA/Literacy Claim #2: Students can produce effective writing for a range of purposes and audiences.

Target 1a. WRITE BRIEF TEXTS: Write one or more paragraphs demonstrating specific narrative techniques (use of dialogue, sensory or concrete details, description), chronology, appropriate transitional strategies for coherence, or authors' craft appropriate to purpose (closure, detailing characters, plot, setting, or an event).

Target 1b. REVISE BRIEF TEXTS: Revise one or more paragraphs demonstrating specific narrative techniques (use of dialogue, sensory or concrete details, description), chronology, appropriate transitional strategies for coherence, or authors' craft appropriate to purpose (closure, detailing characters, plot, setting, or an event).

Target 8: Language and Vocabulary Use: Strategically use language and vocabulary (including academic or domain-specific vocabulary) appropriate to the purpose and audience when revising or composing texts.

Target 9: EDIT/CLARIFY: Apply or edit grade-appropriate grammar usage and mechanics to clarify a message and edit narrative, informational, and opinion texts.

ELA/Literacy Claim #3: Students can employ effective speaking and listening skills for a range of purposes and audiences.

Target 4. LISTEN/INTERPRET: Interpret and use information delivered orally.

Target 3. [Not assessed on the summative assessment] PLAN/SPEAK/PRESENT: Gather and organize information, compose, and orally deliver short (e.g., summarize, paraphrase) and longer presentations for different purposes and audiences, adding visual/graphic/audio enhancements when appropriate for clarifying the message.

ELA/Literacy Claim #4 Students can engage in research/inquiry to investigate topics, and to analyze, integrate, and present information.

Target 2. INTERPRET & INTEGRATE INFORMATION: Locate information to support central ideas and subtopics that are provided; select and integrate information from data or print and non-print text source for a given purpose.

Target 4. USE EVIDENCE: Cite evidence to support conjectures or opinions based on prior knowledge and evidence collected and analyzed.

Standards:

ELA5.RL.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

ELA5.RL.2. Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges; summarize the text.

ELA5.RL.3 Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text

ELA5.RL.4 Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.

ELA5.W.3 a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.

b. Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.

c. Use a variety of transitional words, phrases, and clauses to manage the sequence of events.

d. Use concrete words and phrases and sensory details to convey experiences and events precisely.

e. Provide a conclusion that follows from the narrated experiences or events.

ELA5.W.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

ELA5W.2.d Use precise language and domain-specific vocabulary to inform about or explain the topic.

ELA5.W.3.d Use concrete words and phrases and sensory details to convey experiences and events precisely.

ELA5W.8 Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.

ELA5.L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

ELA5.L.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

ELA5SL.2 Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

ELA5.L.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.

a. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.

ELA5.L.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 5 reading and content*, choosing flexibly from a range of strategies.

a. Use context as a clue to the meaning of a word or phrase

b. Use common, grade appropriate Greek and Latin affixes and roots as clues to the meaning of a word

c. Consult reference materials, both print and digital, to find pronunciation and determine or clarify the precise meaning of key words and phrases.

ELA5.L.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

a. Interpret figurative language, including similes and metaphors, in context.

b. Recognize and explain the meaning of common idioms, adages, and proverbs.

c. Use the relationship between particular words (e.g. synonyms, antonyms, homographs) to better understand each of the words.

ELA5L.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).

ELA5.SL1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.

ELA5.SL.2 Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

ELA5.SL.3 Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.

ELA5.SL.4 Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

ELA5.SL.6 Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.

Enduring Understandings: *(what are the big ideas, what are the specific understandings desired)*

Students will understand that...

- A narrator's or speaker's point of view influences how events are described
- A sentence is a complete thought that starts with a capital and ends with a period
- Good writers know and use the essential elements of the writing process
- Oral discussion helps to build connections to others and create opportunities for learning

Essential Questions: *(what questions will foster inquiry, understanding, and transfer of learning)*

- What makes a complete quality sentence?
- How can I engage my audience to read a chapter of my life?
Why do people write personal narratives?
- How can I get ideas for my personal narrative?
How do I make my experience more colorful and interesting to others?
- What is text? How do we apply different strategies and skills to understand text?

<ul style="list-style-type: none"> • An inference is a conclusion reached on the basis of evidence and reasoning • Evidence based terminology and related vocabulary are essential in responding to text • Evidence is information found within the text that supports an idea • A narrator's or speaker's point of view influences how events are described • A sentence is a complete thought that starts with a capital and ends with a period • Good writers know and use the essential elements of the writing process • Oral discussion helps to build connections to others and create opportunities for learning • Listening skills are critical for learning and communicating 	<ul style="list-style-type: none"> • How and why do good readers draw conclusions/make inferences? • What is third person and first person point-of-view? • How does a narrator's or speaker's point of view influence how events are described in a passage? • How can discussions increase our knowledge and understanding of an idea? • How do good writers express themselves? How does process shape the writer's product? • How do you define heritage? • How does heritage affect who you are? • What types of things are passed down from generation to generation?
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Big Idea(s)
Support answers with Textual evidence
Use narrative Writing for expression
Write using complete quality sentences
How has your heritage influenced your life?

<p><i>What Students will know: (what knowledge will they acquire)</i></p> <ul style="list-style-type: none"> • How to use evidenced based data to support inferences and conclusions • The elements of a complete quality sentence • The expectations for classroom discussions • The meaning of third and first person point of view and their effect on a text • The writing process steps • Elements of personal narrative: including short personal narratives, autobiographical writing, and memoirs. • The routine and procedures of the writer's workshop and how to utilize teacher and peer writing groups to prewrite, draft, revise, and edit writing. • That an inference is a conclusion reached on the basis of evidence and reasoning • How to use evidenced based data to support inferences and conclusions 	<p><i>What Students will be able to do: (what will they eventually be able to do as a result of their skills learned/knowledge)</i></p> <ul style="list-style-type: none"> • Write complete quality sentences that include textual evidence to support statements • Use the writing process to create written responses to text • Write organized essay with textual evidence to support opinions and inferences drawn • Write a personal narrative using complete quality sentences • Utilize peer groups and writer's conferences throughout the writing process • Conduct an interview and use research to write a biography • Support an inference or conclusion with textual evidence. • Draw conclusions and make inferences based on textual evidence • Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text • Determine a theme of a story from details in the text, including how characters in a story or drama respond to challenges • Summarize the text. • Compare and contrast two or more characters, settings, or events in a story drawing on specific details in the text
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Stage 2 - Assessment Evidence (acceptable assessment evidence that students understand)

<p><i>Performance Tasks: (what authentic performance task (s) will students demonstrate understanding; by what criteria will it be judged?)</i></p>	<p><i>Other Evidence: (quizzes, tasks, academic prompts, homework, observations)</i> Informal observations and formative assessment</p>
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Socratic seminar Auto-biographical writing or Family history biography Rubric Personal auto-biography	Journal writing Heart maps Exit tickets Graphic organizers Weekly selection tests Weekly essays Classroom discussions Tasks related to specific skill
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Stage 3 - Learning Plan (sequence of teaching and learning activities that will produce desired understandings, engagement and development) Use WHERETO elements to help you:

Learning Activities:

Writing:

Class Community Building:

<http://www.readwritethink.org/classroom-resources/lesson-plans/building-classroom-community-through-807.html>

<http://www.readwritethink.org/classroom-resources/lesson-plans/creating-classroom-community-crafting-391.html>

Reading:

Family tree

Personal memoir

Literary response using textual evidence

Double entry journals

<http://www.readwritethink.org/classroom-resources/lesson-plans/guided-comprehension-making-connections-228.html>

Science:

Science notebook

PROBE book page 1 kingdom and plant or animal cell

Flipbook Scientific method, 5 kingdoms

Venn-diagram classifying and categorizing, plant and animal cell

Lab notes and reports (focus conventions: writing CQS. Focus ideas: details)

Cornell notes

Social Studies:

Cornell notes

note catchers

petro glyphs and narrative about Native Americans

Explorer report: trading cards, PROBE page, video, paper slide movie

Grammar

- Building Blocks of Grammar
- What is a sentence
- GLAD Sentence patterning chart <http://elementaryschool80.wikispaces.com/Sentence+Patterning+Chart>
- Create rubric with students about what makes a complete quality sentence (CQS)
- Subject and predicate
- 4 types of sentences
- Conjunctions
- Run on sentences
- Genius Ladder sentences <https://www.youtube.com/watch?v=gVtclzFU1UM>

Week 1

Writing:

Trait: Ideas

- Create heart map, idea bank, expert list, enthusiasm map, frustration map, best/worst list, spheres of influence map, or writing territories

http://www.scholastic.com/content/collateral_resources/pdf/h/HPLesson1_Final.pdf
http://www.smoran.ednet.ns.ca/writing/writing_territories.htm
<http://eci.wrdsb.ca/sites/eci.wrdsb.ca/files/Teaching%20Adolescent%20Writers.pdf>

Process

- Prewriting and drafting
- Create writer's notebook and portfolio
- Introduce journal writing
- Introduce writer's workshop mini-lessons focusing on ideas

Product

- All about me poster, All about me PROBE, or other personal narrative writing

Reading

Unit 1, Lesson 1

The Land I Lost (autobiography) (anchor)

- Evidence based terms
- Point of view
- Vocabulary: Teach using the Frayer model, worksheets, cloze sentences, charades, etc.

Week 2

Writing

Trait: Ideas

- Jellybean memoir (see attached)

Process

- Introduce the writing process using Play-Doh writing (script attached)
<http://www.brainpop.com/english/writing/writingprocess/>
- Prewriting and drafting

Product

- Journal writing using heart map, expert list, idea bank, or writing territories
- Personal narrative writing: student choice

Reading:

Unit 1, Lesson 3

The Dancing Bird of Paradise (Biography)(standard)

- Evidence based support
- Making inferences supported by evidence
- Elements of narrative text
- Vocabulary: Teach using the Frayer model, worksheets, cloze sentences, charades, etc.
- Examine narrative story structure using a story map

Week 3

Writing

Trait

- Introduce writing traits
- Flip book 6 traits

Process

- Prewriting, drafting, revising
- Mini-lessons focusing on organization
- Introduce peer writing groups. Sharing ideas and expectations of peer groups
<http://www.readwritethink.org/professional-development/strategy-guides/peer-review-30145.html>
<http://writing.colostate.edu/guides/teaching/peer/index.cfm>
http://ies.ed.gov/ncee/wwc/pdf/practice_guides/writing_pg_062612.pdf
Writers Express page 60-63

Product

- Journal writing using heart map, expert list, idea bank, or writing territories
- Personal Narratives

Reading

Unit 1 Lesson 2

Our Song (Realistic Fiction)(optional)

- Author's point of view
- Evidence based support
- Character traits and feelings (textual evidence)
- Vocabulary: Teach using the Frayer model, worksheets, cloze sentences, charades, etc.
- Elements of Narrative

Week 4

Writing

Trait

- Introduce organization using a story map

Process

- Drafting and revision
- Pick one piece of writing to take to peer group.
- Have students revise student samples

http://writingfix.com/PDFs/6_Traits/test/5th_Practice_Prompt_2_Annotated_Set.pdf

- Draft Personal Narrative

Product

- Journal writing using heart map, expert list, idea bank, or writing territories
- Write personal narrative

Reading

Unit 1 Lesson 4 *Miss Ida's Front Porch* (Realistic fiction)(optional) or Unit 1 Lesson 5 *In Two Worlds: A Yup'ik Eskimo Family* or teacher's choice

- Answer questions using textual evidence
- Story map
- Inference using textual evidence
- Vocabulary: Teach using the Frayer model, worksheets, cloze sentences, charades, etc.

Week 5-6

Writing

Trait

- Organization
- Mini-lessons on beginnings, middles and endings

http://writingfix.com/Process/Revision/Marshfield_Dreams_Revision.htm

Process

- Revision, editing, and publishing
- Work with peer revision and editing groups. Focus on organization and grammar (using complete quality sentences)
- Students use rubrics to assess their writing together in conference with teacher prior to final draft

Product

- Write an autobiography piece about self (can be a full autobiography, a memoir, a poster, an Animoto video, a PowerPoint, etc.)
- Pick favorite pieces from unit to place in writing portfolio

Reading

Week 5

Novel Study (may relate to heritage or call of duty)

Any narrative (fiction, biography, or autobiography)

(continue novel study and finish up at end of second unit)

Suggestions:

Island of the Blue Dolphins

Under the Blood Red Sun

Bud, not Buddy

Reading: (May be done as a teacher read aloud)

- Literary response
- Inference using textual evidence
- Story map

- Point of view

Week 6

Benchmark Week

Write a biography about a family member after conducting an interview

Reading for performance task

DRAFT

Materials/Resources

- Heart map resources on scholastic
http://www.scholastic.com/content/collateral_resources/pdf/h/HPLesson1_Final.pdf
- Great writing mini-lesson resource http://msmcclure.com/?page_id=3937
- Mini-lessons ideas 6 trait crate
- Mini-lesson organization *There's a Nightmare*
http://www.writingfix.com/Picture_Book_Prompts/Nightmare_in_my_Closet1.htm
- *Houghton Mifflin English* page 295-313
- *Writer's Express* pages 8-23, 138-143
<http://www.wiredinstructor.net/Orglesson.html>
<http://writingfix.com/genres/narrative.htm#5>

http://writingfix.com/genres/narrative_mentor_texts/WhenIWasFive.htm

Introduce genre: personal narrative

http://ptgmedia.pearsoncmg.com/imprint_downloads/merrill_professional/images/PersonalNarrativeTeachingStrategies.pdf

List of Mentor Texts

Those Shoes by Maribeth Boelts

Bigmama's by Donald Crews

When I Was Your Age by Amy Erlich

What You Know First by Patricia Maclachlin

The Relatives Came by Cynthia Rylant

When I Was Young in the Mountains by Cynthia Rylant

Every Friday by Dan Yaccarino

Chicken Sunday by Patricia Polacco

Shortcut by Donald Crews

Night Shift Daddy by Eileen Spinelli

The Snowy Day by Ezra Jack Keats

Roller Coaster by Marla Frazee

Salt Hands by Jane Chelsea Aragon

Knuffle Bunny by Mo Willems

Shortcut by Donald Crews

Fireflies by Judy Brinckloe

The Paperboy by Dav Pilkey

The Other Side by Jacqueline Woodson

Saturday and Teacakes by Lester Laminach

The Leaving Morning by Angela Johnson

Mrs. Mack by Patricia Polacco

Coat of Many Colors by Dolly Parton